

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Sterling Elementary School Improvement Plan Report

Sterling Elementary Contact Information			
School:	Sterling Elementary	Courier Number:	#550
Address:	9601 China Grove Church Rd	Phone Number:	980-343-3636
	Charlotte, NC 28277	Fax Number:	980-343-3743
Learning Community	South	School Website:	http://schools.cms.k12.nc.us/sterlingES/

Principal:	Jo Shirley
Learning Community Superintendent:	Dennis Queen

Sterling Elementary School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Jo Shirley	Maryj.shirley@cms.k12.nc.us	Required
Assistant Principal Representative	Peg Karriker	Margaretm.karriker@cms.k12.nc.us	Required
Teacher Representative	Dawn Barrett	Dawnm.barrett@cms.k12.nc.us	10/2/2013
Inst. Support Representative	Tasha Gatling	Tashan.gatling@cms.k12.nc.us	1/15/2015
Teacher Assistant Representative	Vivion Cunningham	Vivion.cunningham@cms.k12.nc.us	10/2/2013
Parent Representative	Tanya Hicks	Tgould1@carolina.rr.com	10/7/2013
Parent Representative	Otis Davis		9/23/2015
Parent Representative	Dmarjica Wallace	Dmarjica.wallace@gmail.com	9/23/2015
Teacher Representative	Dawn Florian	Dawnm.florian@cms.k12.nc.us	1/15/2015
Teacher Representative	Candace Jacobs	Candacee.jacobs@cms.k12.nc.us	1/15/2015

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: We will consistently be well known for our ability to positively impact all lives towards a better tomorrow. Empower Students, Engage Community, Ignite Passion and Respect All.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The Sterling family will work together and strive for the highest levels of learning and healthy living. We will act with a relentless sense of urgency and ownership for student success and maximum academic growth.

Sterling Elementary School Shared Beliefs

- Students will achieve at high levels if we provide high-quality instruction and intervention matched to student needs.
- Students will achieve if their progress is monitored frequently to make decisions about change in instruction.
- We can achieve our fundamental purpose of high levels of learning for all students only by working together.
- Targeted time plus instruction equals learning.
- Programs don't improve schools—people do!
- In order to prepare students for careers not even in existence yet, we will constantly search for the most advanced methods to reach all students.



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Sterling Elementary School SMART Goals

1. Provide a duty-free lunch period for every teacher on a consistent basis.
2. Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
3. Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
4. By spring 2016, reading proficiency will increase by 5% in Reading 3D TRC for grades K-2 (*Kindergarten from 66% to 71%; gr.1 from 52% to 57%; gr. 2 from 57% to 62%*) and in EOGs for grades 3 -5 (*gr. 3 from 34.3% to 39.3%; gr. 4 from 31.4% to 36.4%; gr. 5 from 22.2% to 27.2%*).
5. By spring 2016, math proficiency will increase by 5% in Measures of Academic Progress (MAP) for grades K-2 (*Kindergarten from 29.9% to 34.9%; gr.1 from 32% to 37%; gr. 2 from 48% to 53%*) and in EOGs for grades 3 -5 (*gr. 3 from 29.3% to 34.3%; gr. 4 from 24.5% to 29.5%; gr. 5 from 17.8% to 22.8%*).
6. Implement Mastery Grading Procedures Plan at Sterling Elementary.



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Sterling Elementary School Assessment Data Snapshot

Spring 2015 EOG Sterling Elementary Percent of Students by Level

	Level 1	Level 2	Level 3	Level 4	Level 5	Career and College Ready	Grade Level Proficient
All Subjects	45.5	28.6	9.5	14.7	<5	16.4	25.9
EOG	45.5	28.6	9.5	14.7	<5	16.4	25.9
EOG Grade 3	38.4	29.8	14.6	15.7	<5	17.2	31.8
EOG Grade 4	43.1	28.9	9.8	15.7	<5	18.1	27.9
EOG Grade 5	52.6	27.4	5.6	13.3	<5	14.4	20.0
Reading	43.0	27.5	11.7	15.8	<5	17.9	29.6
Reading Grade 3	39.4	26.3	12.1	20.2	<5	22.2	34.3
Reading Grade 4	41.2	27.5	13.7	13.7	<5	17.6	31.4
Reading Grade 5	48.9	28.9	8.9	13.3	<5	13.3	22.2
Math	44.3	31.6	7.9	14.4	<5	16.2	24.1
Math Grade 3	37.4	33.3	17.2	11.1	<5	12.1	29.3
Math Grade 4	45.1	30.4	5.9	17.6	<5	18.6	24.5
Math Grade 5	51.1	31.1	<5	14.4	<5	17.8	17.8
Science	57.8	22.2	7.8	12.2	<5	12.2	20.0
Science Grade 5	57.8	22.2	7.8	12.2	<5	12.2	20.0

Four Year Summary Comparison of EOG Proficiency

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Sterling Elementary School									
Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	31.8	17.2	33.7	19.5		21.6		48.7
Grade 03 EOG Math	All	29.3	12.1	31.1	18.4		21.0		62.8
Grade 03 EOG Reading	All	34.3	22.2	36.3	20.6		22.2		53.9
Grade 04 EOG Composite	All	27.9	18.1	26.1	19.7		23.0		54.5
Grade 04 EOG Math	All	24.5	18.6	19.0	12.7		18.4		74.3
Grade 04 EOG Reading	All	31.4	17.6	33.3	26.9		27.6		57.4
Grade 05 EOG Composite	All	20.0	14.4	28.1	21.4		22.0		57.9
Grade 05 EOG Math	All	17.8	17.8	27.4	26.3		21.6		74.7
Grade 05 EOG Reading	All	22.2	13.3	27.4	17.9		19.6		61.1
Grade 05 EOG Science	All	20.0	12.2	29.5	20.0		24.7		46.3
School EOG Reading Composite	All	29.6	17.9	32.4	21.5		23.0		57.7
School EOG Math Composite	All	24.1	16.2	26.4	19.5		20.4		71.2
School EOG Science Composite	All	20.0	12.2	29.5	20.0		24.7		46.3
EOG Composite	All	25.9	16.4	29.4	20.4		22.2		54.0
School Composite	All	25.9	16.4	29.4	20.4		22.2		61.7

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Comprehensive Data Snapshot AMO Target Summary 2014-2015

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	302	0	3	145	138	3	13	200	67	29	3
Participation Percent	100	0	0	100	99	0	0	100	99	0	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.
Proficiency Denominator	268	0	3	134	117	3	11	181	50	24	3
Proficiency Percent	19.4	0	0	18.7	17.1	0	0	16.0	8.0	0	0
Goal Percent	55.1	0	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	~	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	302	0	3	145	138	3	13	200	67	29	3
Participation Percent	100	0	0	100	100	0	0	100	100	0	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.
Proficiency Denominator	268	0	3	134	117	3	11	181	50	24	3
Proficiency Percent	17.2	0	0	10.4	23.1	0	0	11.6	8.0	0	0
Goal Percent	53.9	0	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	~	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	94	0	1	47	40	2	4	65	15	7	2
Participation Percent	100	0	0	100	100	0	0	100	0	0	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

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Proficiency Denominator	83	0	1	43	34	2	3	59	9	6	2
Proficiency Percent	12.0	0	0	7.0	17.6	0	0	6.8	0	0	0
Goal Percent	61.8	0	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	~	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Rate	99.5	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~



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Comprehensive Data Snapshot AMO Target Summary 2013-2014

Reading Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	294	<5	<5	151	126	7	8	271	73	18	<5
Part Pct	>95	*	*	>95	>95	*	*	>95	>95	*	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Insuf	Insuf
Prof Den	252	<5	<5	136	102	7	6	239	51	17	<5
Prof Pct	21.4	*	*	25.0	14.7	*	*	20.9	<5	*	*
Goal Pct	49.5	36.1	65.4	33.0	35.9	51.1	60.9	35.8	18.5	21.6	91.6
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf
Math Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	294	<5	<5	151	126	7	8	271	73	18	<5
Part Pct	>95	*	*	>95	>95	*	*	>95	>95	*	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Insuf	Insuf
Prof Den	254	<5	<5	136	104	7	6	240	52	18	<5
Prof Pct	18.5	*	*	15.4	22.1	*	*	18.3	7.7	*	*
Goal Pct	48.1	34.3	74.1	30.0	39.4	47.8	58.4	34.9	25.7	21.2	92.5
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf

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Science Grades 5&8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	103	<5	<5	51	45	<5	<5	97	21	7	<5
Part Pct	>95	*	*	>95	>95	*	*	>95	*	*	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Insuf	Insuf	Insuf
Prof Den	89	<5	<5	46	38	<5	<5	85	13	7	<5
Prof Pct	20.2	*	*	13.0	26.3	*	*	20.0	*	*	*
Goal Pct	57.0	45.9	73.5	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf	Not Met	Insuf	Insuf	Insuf
Attendance											
	ALL										
Att Pct	>95										
Status	Met										

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Comprehensive Data Snapshot AMO Target Summary 2012-2013

Reading Grades 3-8

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	269	<5	<5	161	90	7	8	253	39	22	<5
Part Pct	>95	*	*	>95	>95	*	*	>95	>95	*	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Insuf	Insuf
Prof Den	230	<5	<5	139	78	5	6	218	30	14	<5
Prof Pct	24.3	*	*	21.6	25.6	*	*	22.9	<5	*	*
Goal Pct	43.9	29.0	61.5	25.6	28.8	45.7	56.6	28.7	9.4	12.9	90.7
Prof Status	Not Met	Insuf	Insuf	Met/C	Met/C	Insuf	Insuf	Not Met	Met/C	Insuf	Insuf

Math Grades 3-8

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	269	<5	<5	161	90	7	8	253	39	22	<5
Part Pct	>95	*	*	>95	>95	*	*	>95	>95	*	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Insuf	Insuf
Prof Den	230	<5	<5	139	78	5	6	218	30	14	<5
Prof Pct	21.7	*	*	20.1	24.4	*	*	20.6	6.7	*	*
Goal Pct	42.3	27.0	71.2	22.2	32.7	42.0	53.8	27.7	17.4	12.4	91.7
Prof Status	Not Met	Insuf	Insuf	Met/C	Met/C	Insuf	Insuf	Not Met	Met/C	Insuf	Insuf

Science Grades 5&8

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	98	<5	<5	64	29	<5	<5	93	10	12	<5
Part Pct	>95	*	*	>95	*	*	*	>95	*	*	*
Part Status	Met	Insuf	Insuf	Met	Insuf	Insuf	Insuf	Met	Insuf	Insuf	Insuf
Prof Den	84	<5	<5	56	24	<5	<5	79	8	8	<5
Prof Pct	26.2	*	*	26.8	*	*	*	25.3	*	*	*
Goal Pct	52.2	39.9	70.5	32.6	39.5	54.1	64.7	37.6	16.4	20.6	93.0

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Prof Status	Not Met	Insuf	Insuf	Met/C	Insuf	Insuf	Insuf	Not Met	Insuf	Insuf	Insuf
Attendance											
	ALL										
Att Pct	>95										
Status	Met										

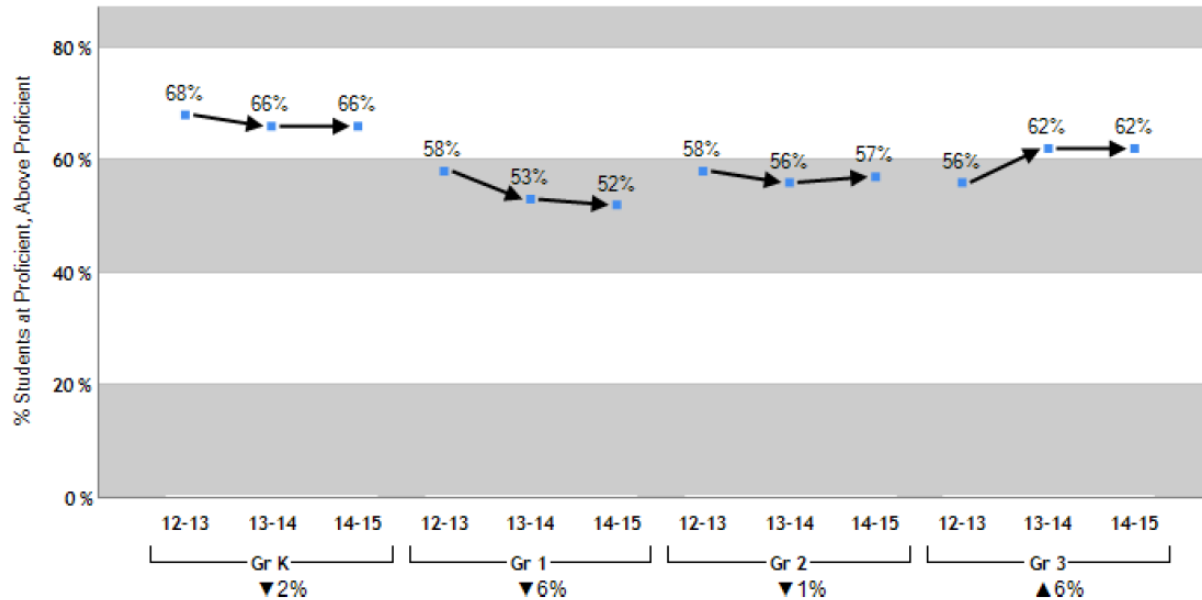
EOG Proficiency Annual Three Year Comparison with Demographics

Sterling Elementary School		GLP Achievement Level 3/4/5			CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13	
All	25.9%	-3.5% ↓	29.4%	16.4%	-4.0% ↓	20.4%	-1.8% ↓	22.2%	
African American	21.1%	-4.4% ↓	25.5%	12.5%	-5.9% ↓	18.4%	-2.2% ↓	20.6%	
Asian	57.1%	-42.9% ↓	100.0%	28.6%	-38.1% ↓	66.7%	-33.3% ↓	100.0%	
Hispanic	29.2%	-3.2% ↓	32.4%	18.6%	-2.6% ↓	21.2%	-1.8% ↓	23.0%	
More Than One	25.0%	-6.3% ↓	31.3%	25.0%	0.0% →	25.0%	11.7% ↑	13.3%	
Native American	0.0%			0.0%				66.7%	
White	44.0%	-6.0% ↓	50.0%	36.0%	-1.5% ↓	37.5%	0.7% ↑	36.8%	
Female	24.8%	-5.1% ↓	29.9%	14.3%	-5.1% ↓	19.4%	-1.3% ↓	20.7%	
Male	27.1%	-1.7% ↓	28.8%	18.5%	-3.1% ↓	21.6%	-1.8% ↓	23.4%	
LEP	13.8%	-11.4% ↓	25.2%	8.1%	-3.7% ↓	11.8%	6.9% ↑	4.9%	
Non-LEP	28.6%	-1.8% ↓	30.4%	18.2%	-4.3% ↓	22.5%	-2.2% ↓	24.7%	
Non-EC/SWD	28.0%	-3.1% ↓	31.1%	17.8%	-4.0% ↓	21.8%	-2.1% ↓	23.9%	
SWD	6.2%	1.4% ↑	4.8%	3.1%	3.1% ↑	0.0%	-3.8% ↓	3.8%	
AIG	75.0%	-25.0% ↓	100.0%	75.0%	-8.3% ↓	83.3%	-2.4% ↓	85.7%	
Non-AIG	25.3%	-3.4% ↓	28.7%	15.7%	-4.1% ↓	19.8%	-1.7% ↓	21.5%	

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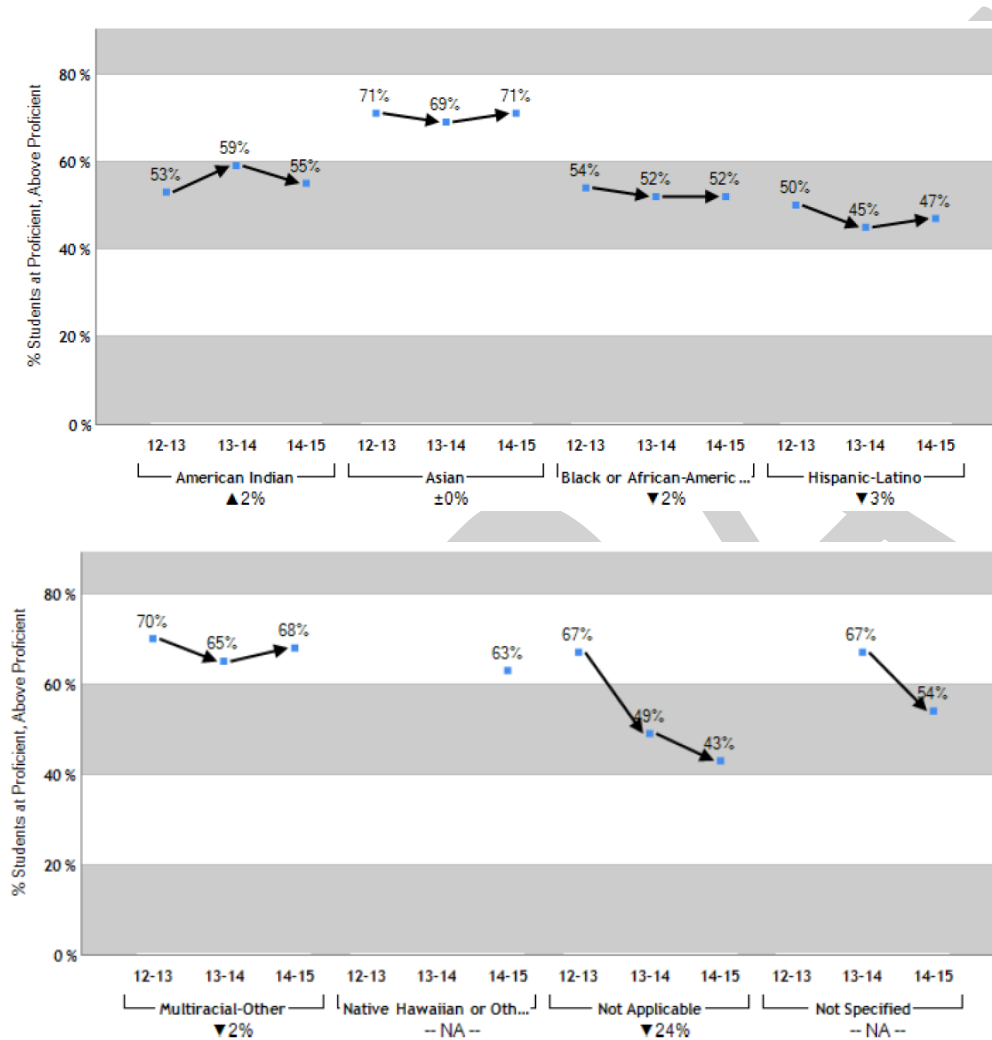
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MClass: Reading 3D TRC By Grade for Three Years (% proficient or above)



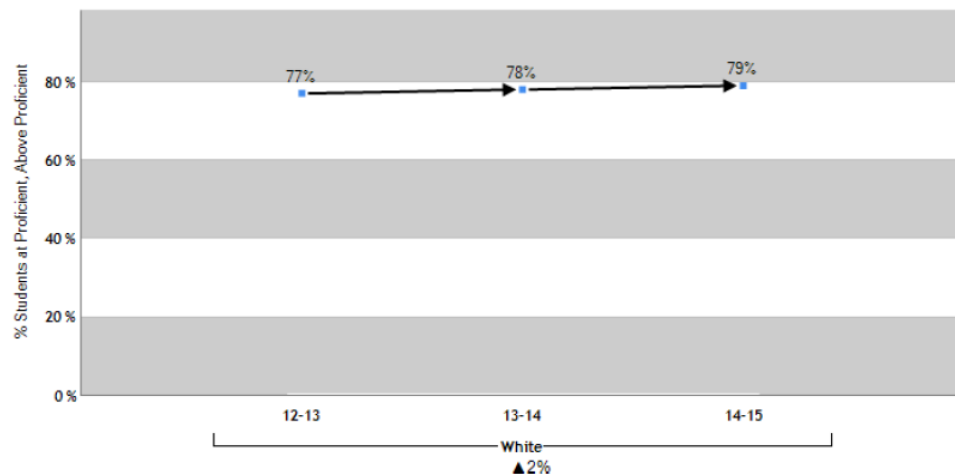
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MClass: Reading 3D TRC By Race for Three Years (% proficient or above)



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Measures of Academic Progress (MAP) for past 2 years (First administered in 2013-14)

Sterling Elementary

Mathematics

Grade (Spring 2014)	Achievement Status							
	Fall 2013				Spring 2014			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile
K	115	133.8	10.3	19	114	147.7	14.0	4
1	106	151.4	14.2	3	110	171.4	13.1	7
2	99	166.9	11.1	4	108	185.4	10.0	14
3	101	180.8	9.4	5	104	195.3	11.7	11
4	82	194.6	11.1	11	80	204.9	14.7	11
5	95	203.5	14.4	13	104	211.4	17.1	11

Sterling Elementary

Mathematics

Grade (Spring 2015)	Achievement Status							
	Fall 2014				Spring 2015			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile
K	126	132.2	10.4	13	127	151.5	13.2	11
1	126	155.7	13.2	12	125	171.6	14.5	7
2	121	172.4	12.4	22	127	191.7	12.9	47
3	103	184.3	11.2	15	102	197.6	10.4	18
4	103	196.9	11.4	20	101	208.3	13.5	23
5	88	205.1	13.6	18	90	212.0	13.9	13

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Sterling Elementary

Reading

Grade (Spring 2014)	Achievement Status							
	Fall 2013				Spring 2014			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile
K	96	138.2	9.1	32	114	149.2	11.6	6
1	107	152.8	13.5	9	110	169.3	15.3	11
2	97	164.6	13.5	6	110	183.1	14.9	20
3	99	181.7	13.8	16	105	193.0	14.7	20
4	81	193.6	13.9	24	80	200.5	14.7	20
5	96	200.1	14.2	19	104	204.1	15.0	11

Sterling Elementary

Reading

Grade (Spring 2015)	Achievement Status							
	Fall 2014				Spring 2015			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile
K	125	136.2	9.9	21	128	152.9	12.9	19
1	125	156.5	12.7	24	125	171.6	13.6	19
2	119	167.4	13.8	13	127	182.3	16.3	17
3	103	182.3	16.1	19	103	191.9	16.4	16
4	99	192.1	14.6	17	101	201.2	14.8	23
5	90	199.7	14.6	17	92	204.1	13.5	11



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STERLING ELEMENTARY SCHOOL Attendance and Suspensions Summary: 2014-2015

		Total Enrolled		Perfect Attendance		Has an Absence		Excused Absences		Unexcused Absences		ISS		OSS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	377	48.5	<u>13</u>	3.4	<u>364</u>	96.6	<u>261</u>	69.2	<u>334</u>	88.6	<u>2</u>	0.5	<u>0</u>	0.0
	Male	400	51.5	<u>12</u>	3.0	<u>388</u>	97.0	<u>266</u>	66.5	<u>373</u>	93.3	<u>23</u>	5.8	<u>0</u>	0.0
	Total	777	100.0	<u>25</u>	3.2	<u>752</u>	96.8	<u>527</u>	67.8	<u>707</u>	91.0	<u>25</u>	3.2	<u>0</u>	0.0
Race															
African American	Total	326	42.0	<u>13</u>	4.0	<u>313</u>	96.0	<u>196</u>	60.1	<u>303</u>	92.9	<u>24</u>	7.4	<u>0</u>	0.0
American Indian	Total	240	30.9	<u>3</u>	1.3	<u>237</u>	98.8	<u>192</u>	80.0	<u>218</u>	90.8	<u>0</u>	0.0	<u>0</u>	0.0
Asian	Total	10	1.3	<u>0</u>	0.0	<u>10</u>	100.0	<u>8</u>	80.0	<u>9</u>	90.0	<u>0</u>	0.0	<u>0</u>	0.0
More Than One	Total	35	4.5	<u>1</u>	2.9	<u>34</u>	97.1	<u>25</u>	71.4	<u>30</u>	85.7	<u>1</u>	2.9	<u>0</u>	0.0
Pacific Islander	Total	1	0.1	<u>0</u>	0.0	<u>1</u>	100.0	<u>1</u>	100.0	<u>1</u>	100.0	<u>0</u>	0.0	<u>0</u>	0.0
Unknown	Total	2	0.3	<u>1</u>	50.0	<u>1</u>	50.0	<u>0</u>	0.0	<u>1</u>	50.0	<u>0</u>	0.0	<u>0</u>	0.0
White	Total	163	21.0	<u>7</u>	4.3	<u>156</u>	95.7	<u>105</u>	64.4	<u>145</u>	89.0	<u>0</u>	0.0	<u>0</u>	0.0
Ethnicity															
Hispanic	Total	406	52.3	<u>11</u>	2.7	<u>395</u>	97.3	<u>302</u>	74.4	<u>363</u>	89.4	<u>0</u>	0.0	<u>0</u>	0.0
Non-Hispanic	Total	371	47.7	<u>14</u>	3.8	<u>357</u>	96.2	<u>225</u>	60.6	<u>344</u>	92.7	<u>25</u>	6.7	<u>0</u>	0.0
EC Category															
AIG	Total	6	0.8	<u>0</u>	0.0	<u>6</u>	100.0	<u>4</u>	66.7	<u>4</u>	66.7	<u>0</u>	0.0	<u>0</u>	0.0
Non-EC	Total	685	88.2	<u>23</u>	3.4	<u>662</u>	96.6	<u>463</u>	67.6	<u>622</u>	90.8	<u>20</u>	2.9	<u>0</u>	0.0
SWD	Total	86	11.1	<u>2</u>	2.3	<u>84</u>	97.7	<u>60</u>	69.8	<u>81</u>	94.2	<u>5</u>	5.8	<u>0</u>	0.0
LEP Status															

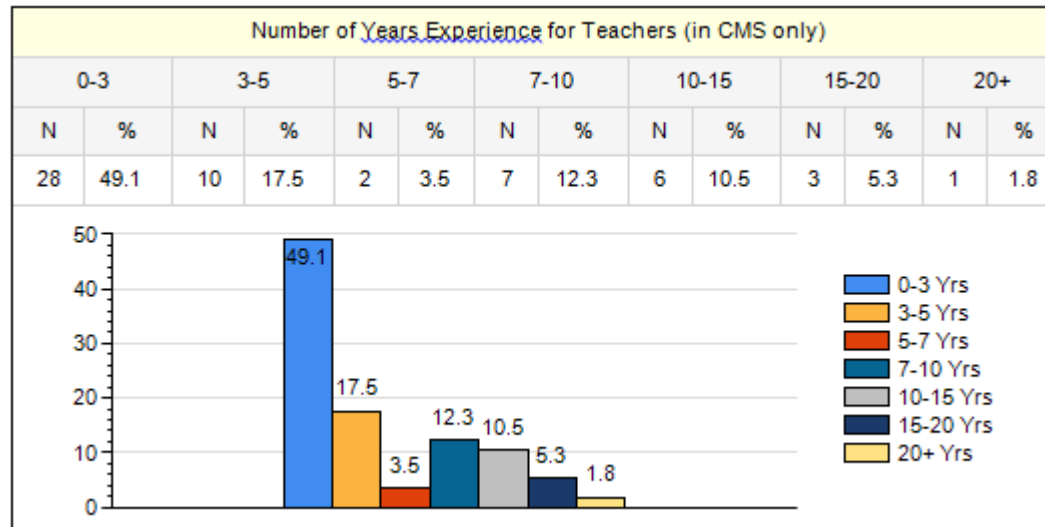
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LEP	Total	211	27.2	<u>6</u>	2.8	<u>205</u>	97.2	<u>149</u>	70.6	<u>188</u>	89.1	<u>0</u>	0.0	<u>0</u>	0.0
Non-LEP	Total	566	72.8	<u>19</u>	3.4	<u>547</u>	96.6	<u>378</u>	66.8	<u>519</u>	91.7	<u>25</u>	4.4	<u>0</u>	0.0
McKinney Vento															
No	Total	758	97.6	<u>25</u>	3.3	<u>733</u>	96.7	<u>514</u>	67.8	<u>688</u>	90.8	<u>25</u>	3.3	<u>0</u>	0.0
Yes	Total	19	2.4	<u>0</u>	0.0	<u>19</u>	100.0	<u>13</u>	68.4	<u>19</u>	100.0	<u>0</u>	0.0	<u>0</u>	0.0
504 Plan															
No	Total	767	98.7	<u>25</u>	3.3	<u>742</u>	96.7	<u>517</u>	67.4	<u>697</u>	90.9	<u>24</u>	3.1	<u>0</u>	0.0
Yes	Total	10	1.3	<u>0</u>	0.0	<u>10</u>	100.0	<u>10</u>	100.0	<u>10</u>	100.0	<u>1</u>	10.0	<u>0</u>	0.0

Current Staff Profile



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Sterling Elementary School Profile

Sterling Elementary is a neighborhood school located in South Charlotte in the town of Pineville, North Carolina. The new elementary facility opened in 2003, at the back of the property that was the schoolyard of the original Sterling neighborhood school. The campus has grown significantly in the last several years and now supports 12 mobile learning cottages to meet the increasing student enrollment of over 730 students in grades Pre-K through fifth grade. Our school continues to be a majority minority school with students categorized as 56% Hispanic, 39% African American, 4% Caucasian, 1% Asian and 1% other. In recent years, the percentage of students from Spanish-speaking families has steadily increased and effectively serving the 27% of our students with Limited English Proficiency (LEP) has become one of our top priorities. More than 95% of our students are considered economically disadvantaged and again this year we provide free breakfast and lunch for all our children by participating in the Community Eligibility Provisions (CEP). Sixty four children receive Exceptional Children's Services, which includes Pre-K and students who receive Speech services only. In the 2014-2015 school year, more than 26 children were certified to receive McKinney Vento (MCV) services. We currently have 41 homeroom classes, with Specialists in PE, Music, Art, and Media. Three facilitators, 3 reading coaches, 4 ELL teachers, 3 EC teachers, and 1.5 speech pathologists support the work of our homeroom teachers. We are striving to increase the experience level of our teachers when we hire, since fifteen of our certified staff are in their first three years of teaching, and 49% are in their first 3 years in the school district. Student Services' needs are met by 2 counselors and a behavior management technician, as well as dean of students, assistant principal and principal. Noncertified staff members include a bilingual interpreter, two front office staff, a senior administrative secretary and 16 instructional assistants that help serve the needs our school.

Spring 2015 End of Grade (EOG) data indicate that 24% of our students were considered ready for the next grade and 14% of students scored career and college ready. When the data are disaggregated, our third grade students performed higher on the EOGs, with 32.3% of students ready for the next grade and 28% of students ready for the next grade in math. Fifth grade continues to be an area of opportunity for growth. Expected growth in EVAAS measures was not met and only attendance AMO targets were met last year. Instructional decisions will continue to be guided by student performance data, with the goal of strong growth on formative assessments as well as Measures of Academic Progress and Reading 3D from fall 2015 to spring 2016.

The community of Sterling Elementary enjoys rich strategic partnerships with several local businesses and faith-based organizations that provide financial and material resources as well as tutoring and volunteering in classrooms. Temple Beth El, The Urban League, and Harrison United Methodist Church are some of the partners who are currently active in providing assistance to both our students and staff needs to promote the achievement of our students. A Child's Place social worker or advocate is on campus daily, and this year Family First provides mental health services on campus. With the support of our partners and other donations, we have resources onsite to provide clothing and necessities for our children, and we send home snacks twice a week with many students. Last year over 60 students took home backpacks with food each weekend. Last summer we piloted a program with CMS Child Nutrition to provide the Summer Lunch Express, a mobile food program, which enabled us to take thousands of free, nutritious meals to our students in their neighborhoods over the summer.

Our faculty and staff are masterfully creative in ensuring that our student's basic needs are met, in addition to focusing on student learning. The Olweus Bullying Prevention Program and the Sterling Schoolwide Positive Behavior Plan are necessary components to maintaining our positive

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school climate and increasing student engagement. We strive to keep students in the classroom and engaged in learning, and our students love to come to school where they are welcomed and valued by our staff.

Sterling Staff strive to create a positive school culture with a strong morale and teamwork attitude. We have a dynamic staff, ranging from novice to veteran teachers, who are excited about contributing to the work we do at Sterling. Staff turnover continued to be high this year, with several teachers leaving public education for increased compensation or moving to areas closer to their home. Twenty new certified staff members joined the Sterling family, including a change in assistant principal, the addition of a second counselor, and a part-time speech language pathologist. Projected growth required the hiring of teachers for several new positions, and a concerted effort was made to hire successful teachers with experience in Title I schools. Retention of effective teachers to provide greater stability and consistency is critical to gaining momentum to increase student achievement. Transiency of our high poverty student population is also an issue, and many of our students come from immigrant families where challenges and stresses are great.

Our mission is teaching and learning, with learning being most urgent this year. We continue to focus on our students' literacy learning by developing our teachers' capacity in data analysis and decision making to know our students, target their needs, and deliver the instruction they each need to learn. We have developed a plan to provide scaffolding and coaching at differentiated levels for teachers to systematically increase the implementation of balanced literacy for all our students. We are working to augment our core instruction to address our large scale needs and to assess and intervene to support student learning. We continue to maintain and enhance our positive school culture, to seek additional support from our strategic partners, and to work diligently to develop the capacity of our teachers and staff to help our students achieve the excellence in achievement of which they are capable.



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Strategic Plan 2018: For a Better Tomorrow

Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Four focus areas: I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps	Goal 2: Recruit, develop, retain and reward a premier workforce Five focus areas: I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child Three focus areas: I. Family engagement II. Communication and outreach III. Partnership development	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service Five focus areas: I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems Four focus areas: I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement	Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign Four focus areas: I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	I. Retention/quality appraisals
Data Used:	Statutory Reference: 115C-105.27(b) (6); Lunchroom Assistant allotment

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline • Interim Dates
1. Develop duty-free lunch plan for teachers. • Create appropriate master schedule that supports safe, well managed lunch room. • Train the 1 allotted trained lunch monitor and school staff to supervise in cafeteria. • Assigned tables, class schedule, and review and revise cafeteria procedures and routines to maximize safety and efficient traffic flow. Classroom teachers will teach, reinforce and ensure that their students follow expectations of LEAD matrix and school behavior plan. • Clear signage of schedules, duties, routes etc. will be displayed in cafeteria.	Principal/ Shirley Asst. Principal/ Karriker	• Behavior referrals in cafeteria • Volume of Tiger Paws in cafeteria and Golden Spoon Award recipients • Annual Olweus survey report • Parent reports	1 lunch monitor*/ State staffing *allotment cut in half; reduced to 13.7 hours/ week in 2015- 16	Administration Lunch Monitor Custodians	August-June October 2015 January 2016 April 2016 June 2016
2. Monitor execution and implementation of duty-free lunch plan, behavior and outcomes. • Provide incentives and ensure expectations of LEAD matrix are followed.	Principal/ Shirley Asst. Principal/ Karriker Dean/Gatling	Master Schedule and plan Behavior incidents Staff survey	NA	All Staff	August-June October 2015 January 2016 April 2016 June 2016

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3. Provide PD to establish/review expectations and positive behavior intervention strategies. • Annual training in schoolwide behavior plan for Café staff, lunchroom monitor and custodians and all staff • Explicit expectations and procedures taught to students, reinforced, and rewarded consistent with school wide student behavior expectations • Review by Olweus Committee and family/staff surveys regarding Café climate and process.	Dean of Students/T Gatling and School Bullying Prevention and Behavior Committee	Improved Olweus survey results and discipline data	NA	All Staff, Parents, Guests	August-June October 2015 January 2016 April 2016 June 2016
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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	II Individualized professional development V Leadership Development
Data Used:	Statutory Reference 115C-105.27(b) (7), Survey data, Historical retention data

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline • Interim Dates
1. Develop master schedule to provide daily common planning periods. • Schedule common planning periods for all instructional staff • Structure Instructional Leadership Team as grade level teams to support teachers during common planning: 3 Teams of Facilitator/Reading Teacher to support K- gr 1, gr 2-3, & gr. 4-5.	Principal/ Shirley Asst. Principal/ Karriker	Master Schedule Grade level plans, agendas and minutes Effectiveness of instructional initiatives and student achievement growth data	N/A	Instructional Leadership Team (ILT) Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016
2. Provide Weekly grade level meetings with Facilitator/Reading Teacher Teams and Administration to share instructional strategies, resources, data analysis, and professional development. • PD Plan • Meeting follow up	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Student growth measures in MAP, Reading 3D, and EOGs.	N/A	ILT Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016



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3. Develop school wide culture development plan • Cultivate and train Team Leaders • Focus on Teamwork and Collaboration with goal setting • Differentiated PD and coaching • Celebrations, focus on hope and support system	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Staff surveys Written plan	N/A	All Staff	August-June October 2015 January 2016 April 2016 June 2016
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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	I. Physical safety II. Social and emotional health
Data Used:	Olweus Bullying survey results, behavioral referral data; classroom climate data

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline • Interim Dates
Bully Liaison / Bully-prevention • Continue year 5 of implementation of Olweus Bullying Prevention Program. • Update training for all staff in Olweus Bullying Prevention Program: instructional, support, hourly including custodians, cafeteria staff and bus drivers. • Provide student and parent/ community kickoffs and safety information meeting. • Use Olweus student survey data to identify problem behavior and locations and develop solutions.	Principal/ Shirley Asst. Principal/ Karriker Dean/Gatling Counselors/ Fosters	Improvement on annual Olweus student on surveys Reduced behavior referrals and increased student engagement.	\$600/ Title I	All Staff	August-June October 2015 January 2016 April 2016 June 2016
2. Character Education • Regular classroom guidance lessons by 2 school counselors. • Small group counseling sessions for specific area of need (social skills, anger management, etc.) • Reading Buddy program with CMS volunteers for gr. 3	Counselors/ Fosters	Classroom Guidance lessons by grade level in master schedule Volunteer hours increase	N/A	Counselors All staff	August-June October 2015 January 2016 April 2016 June 2016

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• Mentoring program for students with individual need. • Student recognition: DTRT, Tiger Paws rewards					
3. Healthy Active Child 30 min. • Schedule 30 minutes of physical activity daily • Schedule 2 PE sessions in 6 day rotation when possible • Implement Health Curriculum 2.5 hours/week	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Master Schedule PE lesson planning and grants School Health Team	N/A	PE Teacher/ Sluder	August-June October 2015 January 2016 April 2016 June 2016
4. School Health Team • Monthly meetings of School Health Team • Develop and implement goals and strategies of SHT.	School Health Team (SHT): Sluder, Chair	Parent & student survey results Incident and behavior data SHT minutes and outcomes	N/A	PE Teacher/ Slude	August-June October 2015 January 2016 April 2016 June 2016



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SMART Goal (4):	By spring 2016, reading proficiency will increase by 5% in mClass Reading 3D TRC for grades K-2 (Kindergarten from 66% to 71%; gr.1 from 52% to 57%; gr. 2 from 57% to 62%) and in EOGs for grades 3 -5 (gr. 3 from 34.3% to 39.3%; gr. 4 from 31.4% to 36.4%; gr. 5 from 22.2% to 27.2%).
Strategic Plan Goal:	Goal 2: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	I. Academic growth/high academic achievement II. Access to rigor III. Closing achievement gaps
Data Used:	Spring 2015 EOGs, MAP, Reading 3D, WAPT, ACCESS, Common Assessments

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline • Interim Dates
1. Increase student engagement and enhance school climate with poverty in mind • Implement brain-based strategies and learning from Eric Jensen training in Summer 2015 • Create positive, supportive relationships in every classroom community • Develop cultural proficiency of staff: PD with ELL and poverty	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen Addl members from Eric Jensen training/ Green-Brock, Barrett, Small, Steedley, Miskar, Schroth,	Evaluation data, Student achievement growth, Staff surveys	N/A	All Staff	August-June October 2015 January 2016 April 2016 June 2016
2. Increase understanding of student data and use for action planning • Differentiated PD for staff • Common Assessments/DDI protocol • Planning with ILT support	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Data Meeting minutes Data Wall Differentiation Lesson Plans MTSS plans	N/A	All Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016

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• Weekly meetings with ILT • Intervention and differentiation planning					
3. Increase planning alignment and focus • Lesson alignment PD and application • Use Making Meaning (MM) and Being a Writer (BAW) • Use Common Planning Approach implementation • ILT supports and PD weekly • Use peer observation, lesson reflection and walk through tools • Support from Center for Collaborative Classroom—PD, coaching and support with MM & BAW	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Lesson plans on google drive Weekly planning meeting minutes Feedback from PD	N/A	All instructional staff	August-June October 2015 January 2016 April 2016 June 2016
4. Increase use of Sheltered Observation Instructional Protocols (SIOP) • Share lesson plans in advance so ELL can support and assist with strategies for ELL • Send teachers to SIOP training and follow through feedback with students. • School level PD on SIOP	ELL CoChair/ Christensen	Lesson plans differentiation SIOP charts, documents PD	Substitutes/ CMS ELL dept and Title I funds	All instructional staff	August-June October 2015 January 2016 April 2016 June 2016
5. Increase family engagement to support student learning and positive climate of support • Communication • Family friendly front office • Curriculum and parent breakfasts/evening meetings	Principal/Shirley AP/Karriker	Family surveys Participation rates Parent event calendar	\$4000/Title I	All staff (esp. office staff, counselors, ILT)	August-June October 2015 January 2016 April 2016 June 2016
6. Implement Instructional technology as effective tool to increase engagement and learning. • Develop effective technology plan • Roll out 1:1 Chromebooks in Gr. 3-4 • Provide sets of 10 iPads or	Principal/Shirley AP/Karriker Technology Team/Watson	Technology use data: Compass, Dreambox, RAZ kids, etc Technology Fair work	N/A	All instructional staff Technology Team	August-June October 2015 January 2016 April 2016 June 2016



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Chromebooks in each K-gr.2 classroom • Support ELL and EC use of technology					
7. Focus support of Community Partnerships to address needs of students and staff • Meet student and family needs • Meet staff and class needs • Reading Buddies for gr. 3 students below grade level • Mentoring program for students of greatest need	Counselor/Foster Community Partnership Specialist/Schuch	Family Feedback Volunteer feedback Participation rates Donation totals	N/A	Foster and Foster, Fuentes, May, Florian	August-June October 2015 January 2016 April 2016 June 2016



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SMART Goal (5):	By spring 2016, math proficiency will increase by 5% in Measures of Academic Progress (MAP) for grades K-2 (<i>Kindergarten from 29.9% to 34.9%; gr.1 from 32% to 37%; gr. 2 from 48% to 53%</i>) and in EOGs for grades 3 -5 (<i>gr. 3 from 29.3% to 34.3%; gr. 4 from 24.5% to 29.5%; gr. 5 from 17.8% to 22.8%</i>).
Strategic Plan Goal:	Goal 2: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	I. Academic growth/high academic achievement II. Access to rigor III. Closing achievement gaps
Data Used:	Spring 2015 EOGs, MAP, WAPT, ACCESS, Common Assessments

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline • Interim Dates
1. Increase student engagement and enhance school climate with poverty in mind • Implement brain-based strategies and learning from Eric Jensen training in Summer 2015 • Create positive, supportive relationships in every classroom community • Develop cultural proficiency of staff: PD with ELL and poverty	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen Addl members from Eric Jensen training/ Green-Brock, Barrett, Small, Steedley, Miskar, Schroth,	Evaluation data, Student achievement growth, Staff surveys	N/A	All Staff	August-June October 2015 January 2016 April 2016 June 2016
2. Increase understanding of student data and use for action planning • Differentiated PD for staff • Common Assessments/DDI protocol • Planning with ILT support	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Data Meeting minutes Data Wall Differentiation Lesson Plans MTSS plans	N/A	All Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016

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• Weekly meetings with ILT • Intervention and differentiation planning					
3. Increase planning alignment and focus • Lesson alignment PD and application • Use math scope and sequence with Math Investigations • Use Common Planning Approach implementation • ILT supports and PD weekly • Use peer observation, lesson reflection and walk through tools	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Lesson plans on google drive Weekly planning meeting minutes Feedback from PD	N/A	All instructional staff	August-June October 2015 January 2016 April 2016 June 2016
4. Increase use of Sheltered Observation Instructional Protocols (SIOP) • Share lesson plans in advance so ELL can support and assist with strategies for ELL • Send teachers to SIOP training and follow through feedback with students. • School level PD on SIOP	ELL CoChair/ Christensen	Lesson plans differentiation SIOP charts, documents PD	Substitutes/ CMS ELL dept and Title I funds	All instructional staff	August-June October 2015 January 2016 April 2016 June 2016
5. Increase family engagement to support student learning and positive climate of support • Communication • Family friendly front office • Curriculum and parent breakfasts/evening meetings	Principal/Shirley AP/Karriker	Family surveys Participation rates Parent event calendar	\$4000/Title I	All staff (esp. office staff, counselors, ILT)	August-June October 2015 January 2016 April 2016 June 2016
6. Implement Instructional technology as effective tool to increase engagement and learning. • Develop effective technology plan • Roll out 1:1 Chromebooks in Gr. 3-4 • Provide sets of 10 iPads or Chromebooks in each K-gr.2 classroom • Support ELL and EC use of technology	Principal/Shirley AP/Karriker Technology Team/Watson	Technology use data: Compass, Dreambox, RAZ kids, etc Technology Fair work	N/A	All instructional staff Technology Team	August-June October 2015 January 2016 April 2016 June 2016



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7. Focus support of Community Partnerships to address needs of students and staff • Meet student and family needs • Meet staff and class needs • Reading Buddies for grade 3 students below grade level • Mentoring program for students of greatest need	Counselor/Foster	Family Feedback Volunteer feedback Participation rates Donation totals	N/A	Foster and Foster, Fuentes, May, Florian	August-June October 2015 January 2016 April 2016 June 2016
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SMART Goal (6): Implement Mastery Grading Procedures Plan at Sterling Elementary	
Strategic Plan Goal:	<i>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.</i>
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Spring 2015 EOGs, MAP, Reading 3D, WAPT, ACCESS, Common Assessments

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline • Interim Dates
Common assessments: • Analyze Pre- and post- assessments from Scope and Sequence, aligned to objectives • Develop action plans to drive instruction and student learning	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen	Common assessment data and retests of 80% proficiency	N/A	Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016
Data disaggregation: • Implement MTSS process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. MTSS)	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen Counselor/Foster	Data meeting minutes, Data reports Data wall MTSS documents	N/A	Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016
Flexible grouping: • Within classes and grade levels when appropriate, group students according to academic need by objective: differentiation in Reading and Math workshop, intervention, and ELL/EC support.	ILT/Shirley, Karriker, Gatling, May, Florian, Sprenger, Christensen Counselor/Foster All instructional staff	Group plans, Data outcomes reports and student growth measures	N/A	Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016
Additional learning opportunities: • If a student earns below 84%, student must complete the following before retesting: • 1) Make test corrections	Grade level facilitator and Team Leader	Grade book Retest protocol documentation	N/A	Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016



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• 2) Participate in re-teaching group provided by the teacher • Students may retest within one week of the administration of the assessment once they complete the corrections and re-teaching					
Late and make-up work: • Students are expected to completing missing assignments and makeup work from absence within 5 days of return to school (teacher must initiate the contact with students regarding work)	Grade level facilitator and Team Leader	Teacher records Retest protocol documentaiton	N/A	Instructional Staff	August-June October 2015 January 2016 April 2016 June 2016
Grade reporting: • Expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable): weekly update, mid-quarter progress reports and report cards according to CMS schedule. • Facilitators will check gradebooks regularly to ensure grades are entered in a timely manner	Grade level facilitator Dean/Gatling	Grade reporting in PS Reports to parents	N/A	Classroom teachers	August-June October 2015 January 2016 April 2016 June 2016



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Sterling Elementary School - 600 Waiver Requests

Request for Waiver
1. Insert the waivers you are requesting <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
2. Please identify the law, regulation or policy from which you are seeking an exemption. <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>
3. Please state how the waiver will be used. <i>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i>
4. Please state how the waiver will promote achievement of performance goals. <i>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</i>



2015-2016 Sterling Elementary School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Jo Shirley	<i>Jo Shirley</i>	10/26/15
Assistant Principal Representative	Peg Karriker	<i>Peg Karriker</i>	10/26/15
Teacher Representative	Dawn Barrett	<i>Dawn Barrett</i>	10/26/15
Inst. Support Representative	Tasha Gatling	<i>Tasha Gatling</i>	10/26/15
Teacher Assistant Representative	Vivion Cunningham	<i>Vivion A. Cunningham</i>	10/26/15
Parent Representative	Tanya Hicks	<i>Tanya Hicks</i>	10/26/15
Parent Representative	Otis Davis		
Parent Representative	Dmarjica Wallace	<i>Dmarjica Wallace</i>	10/26/2015
Teacher Representative	Dawn Florian	<i>Dawn M. Florian</i>	10/26/15
Teacher Representative	Candace Jacobs	<i>Candace Jacobs</i>	10/26/15
Teacher	Shawanna Green-Brock	<i>Shawanna Green-Brock</i>	10/26/15